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ABSTRACT

Higher education and fund raising journals were examined for fund raising articles for the period 1980 to mid-1986. Articles concerning fund raising in higher education were then analyzed using Silverman's "products of inquiry" typology. Silverman's typology is used to classify research products by assessing the relationship between the research methodology and the purpose of the research. The typology classifies research based on the type of knowledge presented in the research. A total of 3,730 articles were examined, of which 440 had as a main topic fund raising, with 190 articles concentrating on fund raising in higher education. No higher education fund raising articles were identified in any of the core higher education journals out of a sample of approximately 2,200 articles. All but four of the articles identified were published in two periodicals, "Currents" and "Fund Raising Management." Most research into fund raising in higher education is of a highly personal nature. Authors are primarily concerned with showing others how they achieved success. Fund raisers are concerned with raising funds for their institutions, not raising the level of knowledge through formal research. Thirty-seven references are listed. (SW)

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A CONTENT ANALYSIS OF FUND RAISING MANUSCRIPTS
IN HIGHER EDUCATION

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ABSTRACT

Higher education and fund raising journals were examined for fund raising articles for the period 1980 to mid-1986. Articles concerning fund raising in higher education were then analyzed using Silverman's [33] "products of inquiry" typology. Silverman's typology is used to classify research products by assessing the relationship between the research methodology and the purpose of the research.

The purpose of the research described in this paper is to categorize higher education fund raising articles using the "products of inquiry" framework developed by Silverman [33]. Silverman's framework classifies research based on the type of knowledge presented in the research. It is a research paradigm that answers the following questions: Is the knowledge analytical and accurate? Is it ambiguous and questioning? Is it affective and caring? In what type of inquiry did the researcher engage? What was the nature of the knowledge discovered and presented by the researcher?

A knowledge paradigm's purpose is to help us determine what research and studies mean. Further, a paradigm is a "work that attracts an enduring group of adherents away from competing works, and is sufficiently open-ended to leave all sorts of problems for the practitioners to solve." [22, p. 10] Paradigms, then, are a means of ordering our world, or pieces of it. Paradigms make research more efficient; without them, all facts are equally relevant [22, p. 15]. Therefore, paradigm development impacts teaching and research in all disciplines [23, p. 57]. The field of higher education, however, lacks a knowledge paradigm, having no consistent collection of assumptions, beliefs, or methods [6].

Fund Raising in Higher Education

Americans are unique among other peoples in their spirit of giving, whether it be building a museum or endowing a university' [24, p. 8]. American altruism can be

linked to the Jeffersonian ideal of limited government, which by deemphasizing governmental influence emphasized the influence of individuals and private groups on American culture [29]. Alexis de Tocqueville [14, pp. 106-110] eloquently described how Americans banded together to help one another voluntarily. American's generosity has resulted in a national network of properties, neither public nor private, of a "community" nature [7, pp. 129-131]. Many private colleges and universities originated in small cities and towns, and owe their existence to generous communities [9].

American educational fund raising began in 1641 when three clergymen journeyed to England in quest of funds for Harvard [13, p. 3]. Indeed, each institution established in those early days depended to a great extent on funds (or lands, in many cases) raised by various people [12]. Yet it was not until 1904 that the first organized fund raising campaign was conducted [13, p. 480]. In that seminal campaign Bishop William Lawrence raised approximately \$2.5 million for Harvard. In 1958 the modern era of educational fund raising began as a result of the Greenbrier Conference [30, p. 2]. The individual charged with an institution's fund raising program is probably one of the newest responsibilities on college campuses [18, p. 45]. As a result relatively little formal research has been conducted in this area.

While fund raising officers' roots are paradoxical, being old and new, their importance to higher education is easy to understand. In 1986 Americans gave \$12.73 billion to education, with \$7.4 billion, or 58%, going to higher education [1, p. 69], demonstrating that they still view higher education as a vital public responsibility [31, pp. 2-3]. These monies represent about 6% of the total cost of higher education [28, p. 165] as opposed to monies raised in 1900, which helped meet 25% of the cost of higher education [11, pp. 1-2]. Yet, even today, these funds often represent the difference between a deficit and a surplus.

The importance of fund raising to higher education cannot be overstated. In addition to providing budgetary support it also helps preserve and maintain the intimate bond which exists between a college and some of its students. That bond is forged through several years of intense experiences that comprise a college career. Surprisingly, little research has been conducted in this area [15]. Rowland [32] reviewed doctoral dissertations in fund raising from 1920-1982 and discovered only 67 dissertations. More research is needed, especially research which introduces theory and method to higher education fund raising [10, p. 22]. Several foundations, including the Ford Foundation and the Rockefeller Foundation, have recognized this need by establishing grant programs to aid in the study of fund raising [37, p. 28]. In addition, at

least two clearinghouses have been established to act as repositories for research in fund raising [10,36].

Typological Analysis

A typology is used to evaluate data so that it may be analyzed in comparable terms [25]. It is a reductionistic method as the researcher (typically the social scientist) identifies the characteristics of the problem, then dichotomizes these characteristics into discrete, often polar types [25]. Typological analysis is useful in organizing empirical data if constructed with sufficient care [34; see also 5,8,17,19,20,21,26].

Methodology

Silverman [33] constructed a "products of inquiry" conceptual framework by integrating the typologies of Berlyne [3,4] and Mitroff & Kilmann [26]. Silverman used this new typology to classify articles in selected higher education journals [33,34]. The framework focuses on two aspects of a research work: 1. the researcher's methodology and 2. the focus, or purpose, of information presented in their research work [33, p. 184]. The following summary [33,34] describes the different categories of research work possible:

Method

Analytical Science (AS) - uses scientific method to advance human knowledge, quest for axioms and rules, reductionistic, rational, step-by-step process,

disinterested researcher who prizes accuracy, precision, and reliability.

Conceptual Theory (CT) - theory composition in order to advance human knowledge, enjoys sifting through a multitude of possibilities, holistic, rational, disinterested researcher who prizes ambiguity and uncertainty.

Conceptual Humanism (CH) - theory composition in order to improve the lot of human beings, enjoys sifting through a multitude of possibilities, holistic, highly personal, interested researcher who prizes the practical value of theories to people, seeks out ambiguity and uncertainty.

Particular Humanism (PH) - in-depth knowledge of particulars to help a single individual, looks for profound or passionate knowledge and activities, interested, biased, active researcher who prizes the personal experience.

Focus

Semantic (Se) - data-oriented, informational, topical.

Syntactical (Syn) - patterns, relationships, paradigms.

Cultural (Cu) - addressed to specific population or community, value-laden, norms, styles, and mores.

Expressive (Ex) - personal and psychological factors within the researcher.

Focus and method interact in the typology to allow for the diversity of research production. For example, a journal article was written using, as a method, rigorous statistical calculations and manipulations. Its focus, or purpose, was to review various statistical models used in a

specific field to predict validity. Using Silverman's framework, one would classify this article as being AS-Cu. A second article, using the same method, focused on a new and better statistical model which was a better predictor than other available models. This article, because of its focus on newness and predictiveness, would be classified AS-Syn. A third article, written after the researchers received the Nobel Prize for their work, was a reflective work describing their feelings about the nature and impact of their work on other scientists. The third article would be classified as PH-Cu. Even though the same content is covered, the manner in which the content is presented changes so that the knowledge transmitted is different from article to article.

Method

This research, following Silverman's [2,34] selection of "core" higher education journals along with knowledge of periodicals concerning fund raising, examined fourteen journals and periodicals for the period 1980 to mid-1986. The journals were: Academe, Change Magazine, College & University, Currents (formerly CASE Currents), Educational Record, Fund Raising Management, Journal of College and Student Personnel, Journal of Higher Education, Journal of Student Financial Aid, Liberal Education, Research in Higher Education, and The Review of Higher Education.

All of the articles in each journal were examined to determine if their topic was higher education fund raising.

Articles selected concerned fund raising, defined by Muller [27, p. 4] as "the solicitation of gifts from private sources," by institutions of higher education listed in 1986-87 Accredited Institutions of Postsecondary Education [16]. Each article was classified using Silverman's framework. After coding all articles, the first 25 articles were recoded to verify consistency.

Results

A total of 3,730 articles were examined, of which 440 had as a main topic fund raising, with 190 articles concentrating on fund raising in higher education. The results are summarized in Tables 1 and 2. No higher education fund raising articles were identified in any of the core higher education journals out of a sample of approximately 2,200 articles (Table 1). Indeed, only one article from the core journals examined fund raising in general, albeit from an oblique angle.

All but four of the articles identified were published in two periodicals--Currents, published by the Council for the Advancement and Support of Education, and Fund Raising Management, published by Hoke Communications. It should be noted, and emphasized, that the articles identified were not "research" oriented articles of the ilk found in the core journals. The majority of the articles were personal articles directed at helping others use various fund raising techniques.

The CH-Ex and PH-Se articles were most common, accounting for more than half of the articles identified (Table 2). The CH-Ex type was characterized by problem-sharing, with the author offering suggestions for overcoming various problems. The PH-Se articles offered information and details concerning an individual or system and how everything operated. The Conceptual Theory line of thinking was almost nonexistent, which matched Silverman's [34] finding of a paucity of theoretical research in higher education. However, in this case, the lack of theory is probably due to a minimal research base, due in part to the relative newness of fund raising in higher education. Somewhat surprisingly AS-Se articles, characterized by data-oriented presentation of information, were well-represented, demonstrating that some work of an empirical nature was being done.

In Currents, 21% of all articles published from 1980 to mid-1986 concerned higher education fund raising. Fund Raising Management's rate was 10%. Even though these two periodicals accounted for all but four higher education fund raising articles in this study, higher education fund raising articles were not the focus of these publications.

Discussion

Most research into fund raising in higher education is of a highly personal nature. Authors are primarily concerned with showing others how they achieved success. The fact that most "research" in higher education fund

raising is not really research should come as no surprise. Fund raisers are concerned with raising funds for their institutions, not raising the level of knowledge. Time spent on formal research would mean time taken away from fund raising efforts and that does not make any sense. Fund raisers, unlike professors, are hired to produce cash, not comprehension.

The content analysis using Silverman's framework pointed out the lack of formal research into fund raising in higher education, at least in higher education journals. Perhaps more research is being conducted at the dissertation level, where individual faculty members can encourage research in a nascent field not yet formally recognized. Nevertheless, formal research into fund raising in higher education needs to be begun if only because of fund raising's importance to colleges and universities. Why do some colleges raise more monies from alumni than other colleges of the same size? What can those colleges do to improve their own fund raising efforts? What is a good ratio of dollars expended to dollars earned for various institutions? The questions are innumerable to the interested scholar.

Higher education fund raising is a relatively new specialty. Do new fields of inquiry concentrate at first on personal approaches to research, communicating on a one-to-one basis with fellow disciples, then move on to more formal and systematic methods of communication using

refereed journals, professional organizations, and meetings? What was the nature of higher education, or other field of inquiry, during various time periods? How have disciplines changed over time? What is the current nature of inquiry in various disciplines?

The framework used in this paper is useful in describing the nature of creative works and would be invaluable in helping interested scholars explore the state of their field. A meta-analysis tool such the "products of inquiry" framework is a powerful tool in trying to understand the nature of things.

However, the research conducted must have a forum where higher education professionals can learn about fund raising and its related specialties such as alumni relations, direct mail, and annual giving. Currently, fund raising knowledge is concentrated in non-research periodicals whose target audience is primarily the fund raising consultant. In short, a journal needs to be created that publishes research on fund raising in higher education or an existing higher education journal needs to become oriented towards this area. As Silverman [34, p. 176] noted, "Scholars celebrate themselves through their work. Let us allow our writing gifts to reflect, in its process, the same diversity we expect in its content." It is time for us to begin celebrating higher education fund raising.

Table 1

Higher Education Fund Raising Articles by Journal

	80	81	82	83	84	85	86	Totals
Academe	0	0	0	0	0	0	0	0
Change	0	1	0	0	0	1	0	2
College & University	0	0	0	0	0	0	0	0
Currents	17	26	26	12	22	23	5	131
Educational Record	0	0	0	0	0	0	0	0
Fund Raising Mgmt.	2	10	9	7	8	8	11	55
Grants	0	0	0	1	1	0	*	2
Higher Education	0	0	0	0	0	0	0	0
J. of Coll. Stu. Per.	0	0	0	0	0	0	0	0
J. of Higher Ed.	0	0	0	0	0	0	0	0
J. of Stu. Fin. Aid	0	0	0	0	0	0	0	0
Liberal Education	0	0	0	0	0	0	0	0
Research in Higher Ed.	0	0	0	0	0	0	0	0
Review of Higher Ed.	0	0	0	0	0	0	0	0
Totals	19	37	35	20	31	32	16	190

*Not available for sampling.

Table 2

Article Type by Journal

	Currents	Fund Rais.	Mgmt	Grants	Change	Totals
AS-Se	10	4		1	0	15
AS-Sy	1	0		0	0	1
AS-Cu	1	2		0	0	3
AS-Ex	1	0		0	0	1
CT-Se	0	0		0	0	0
CT-Sy	2	0		0	0	2
CT-Cu	0	0		0	0	0
CT-Ex	1	0		0	0	1
CH-Se	17	5		0	0	22
CH-Sy	8	1		0	0	9
CH-Cu	8	12		0	0	20
CH-Ex	43	10		0	1	54
PH-Se	25	15		1	1	42
PH-Sy	2	0		0	0	2
PH-Cu	2	5		0	0	7
PH-Ex	10	1		0	0	11

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